

## School Counseling Plan

NYSED state law requires certified school counselor(s) design and develop school's counseling program in collaboration with school administration, teaching staff, student service, and other pupil personnel service providers. Provide the name and title of your school's counseling plan coordinator. Coordinator is responsible for developing this plan in collaboration with key school community members. The school counseling plan coordinator will also be responsible for attending OSYD professional development and revising the counseling plan based on changing student counseling needs and/or BCO Counseling Manager's feedback.

Contact your Director of Student Services if you do not have a certified counselor in the building.

**JENNIFFER ACOSTA** Title: **GUIDANCE COUNSELOR** Phone: **7185055110** Email: **JAcosta37@schools.nyc.gov**

School Counseling Program Vision. The school's counseling program vision statement communicates what the school hopes to see for students five to 15 years in the future. It aligns with the school's and DOE's vision statements and is informed by the school counseling program's beliefs.

For additional resources on how to draft your school's counseling vision and mission statement, see "The ASCA National Model: A Framework for School Counseling Programs" at <https://www.schoolcounselor.org/>

### PS330Q Counseling Mission Statement

To provide a comprehensive school counseling program that addresses the academic, career, personal/social emotional development of all students in a safe and nurturing environment, we are committed to partnering with stakeholders to provide evidence-base supports to empower student growth and build skills for lifelong learning.

### PS330Q Counseling Vision

All learners at Helen M. Marshall school are healthy and responsible individuals that are eager to learn and grow together. Students participate in a rigorous curriculum that encourages innovation, risk taking, excitement for learning, and personal growth in a trusting partnership that empowers them to be lifelong learners.

Does your school offer a comprehensive School Counseling Activity? YES

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### Program Name: Child Abuse Prevention/Awareness for Parents

**Learning Strategies: LS1. Demonstrate critical-thinking skills to make informed decisions**

**Self-Management: SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem**

**Social Skills: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them**

**Grade Level(s): Kindergarten, 1, 2, 3, 4, 5**

**Academy: Social/Emotional (SE)**

**Tier: Few**

**Delivery Process: Indirect**

**Time Line: January, February, March, April, May, June, September, October, November, December**

**Who's involved? (Staff and Resources): Social Workers, Administrators, Other**

**Activity Goal/Measurable Outcomes: By June 2024, 15% of our parent body attend at least one workshop out of three conducted by the school social worker on child abuse and mandated reporting as evidenced by attendance data collected.**

### Program Name: College and Career Readiness

**Learning Strategies: LS3. Use time-management & organizational & study skills**

**Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities**

**Social Skills: SS1. Use effective oral and written communication skills and listening skills**

**Grade Level(s): Kindergarten, 1, 2, 3, 4, 5**

**Academy: Academic (A), College & Career (CCR)**

**Tier: All**

**Delivery Process: Direct**

**Time Line: January, February, March, April, May, June, September, October, November, December**

**Who's involved? (Staff and Resources): Social Workers, Teachers, Administrators**

**Activity Goal/Measurable Outcomes: By June 2024, 90% of Grade 5 students will identify a future career goal to support a successful transition to middle school as measured by data collected during fifth grade push-in middle school series.**

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### **Program Name: Group Counseling for academic achievement**

**Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals**

**Self-Management: SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem**

**Social Skills: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them**

**Grade Level(s): Kindergarten, 1, 2, 3, 4, 5**

**Academy: Academic (A), Social/Emotional (SE)**

**Tier: Few**

**Delivery Process: Direct**

**Time Line: January, February, March, April, May, June, September, October, November, December**

**Who's involved? (Staff and Resources): Social Workers, Teachers**

**Activity Goal/Measurable Outcomes: By June 2024, 90% of all mandated students will reach their IEP goals as evidenced by teacher and service provider observations and progress monitoring.**

### **Program Name: Group Counseling for attendance - Success Mentors**

**Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals**

**Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities**

**Social Skills: SS8. Demonstrate advocacy skills and ability to assert self**

**Grade Level(s): Kindergarten, 1, 2, 3, 4, 5**

**Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)**

**Tier: Few**

**Delivery Process: Indirect**

**Time Line: January, February, March, April, May, June, September, October, November, December**

**Who's involved? (Staff and Resources): Counselors, Social Workers, Teachers, Parent Coordinators, Administrators, Other**

**Activity Goal/Measurable Outcomes: By June 2024, we will increase the attendance rate by 5% for every student who has a Success Mentor as evidenced by Insight beta data base. Currently, we have 40 students who were identified as having a Success Mentor.**

### **Program Name: Group Counseling for mandated students**

**Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals**

**Self-Management: SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem**

**Social Skills: SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them**

**Grade Level(s): Kindergarten, 1, 2, 3, 4, 5**

**Academy: Academic (A), Social/Emotional (SE)**

**Tier: Few**

**Delivery Process: Direct**

**Time Line: January, February, March, April, May, June, September, October, November, December**

**Who's involved? (Staff and Resources): Social Workers, Teachers, Parent Coordinators, Administrators, Other**

**Activity Goal/Measurable Outcomes: By June 2024, 90% of all group counseling mandated students will reach their IEP goals as evidenced by provider and teacher observations and progress monitoring.**

### **Program Name: Group Counseling to support students' problem solving skills**

**Learning Strategies: LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals**

**Self-Management: SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities**

**Social Skills: SS8. Demonstrate advocacy skills and ability to assert self**

**Grade Level(s): Kindergarten, 1, 2, 3, 4, 5**

**Academy: Academic (A), College & Career (CCR), Social/Emotional (SE)**

**Tier: Few**

**Delivery Process: Indirect**

**Time Line: January, February, March, April, May, June, September, October, November, December**

**Who's involved? (Staff and Resources): Counselors, Social Workers, Teachers, Parent Coordinators, Administrators, Other**

**Activity Goal/Measurable Outcomes: By June 2024, our 80% of our at-risk students will learn how to establish healthy**

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relationships and cope with real-life challenges by participating in the Critical Thinking, Decision Making and Information Processing at-risk group. As evidence by low-inference session notes will be taken by the school social worker and school counselor. Currently, we have 22 students that are being seen at-risk in six week cycle rotations.

#### **Program Name: Individual Counseling - for all mandated students**

**Learning Strategies:** LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

**Self-Management:** SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

**Social Skills:** SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

**Grade Level(s):** Kindergarten, 1, 2, 3, 4, 5

**Academy:** Academic (A), Social/Emotional (SE)

**Tier:** Few

**Delivery Process:** Direct

**Time Line:** January, February, March, April, May, June, September, October, November, December

**Who's involved? (Staff and Resources):** Social Workers, Teachers, Parent Coordinators, Administrators, Other

**Activity Goal/Measurable Outcomes:** By June 2024, 90% of all mandated students will reach their IEP goals as evidenced by provider and teacher observations and progress monitoring.

#### **Program Name: Psychological First Aid in Schools - PFA-S**

**Learning Strategies:** LS3. Use time-management & organizational & study skills

**Self-Management:** SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

**Social Skills:** SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

**Grade Level(s):** Kindergarten, 1, 2, 3, 4, 5

**Academy:** Academic (A), Social/Emotional (SE)

**Tier:** All

**Delivery Process:** Indirect

**Time Line:** January, February, March, April, May, June, September, October, November, December

**Who's involved? (Staff and Resources):** Social Workers, Teachers, Administrators

**Activity Goal/Measurable Outcomes:** By November 2023, 95% of teachers will utilize the 2 by 10 strategy to build trusting relationships with students during morning meeting as evidenced by a checklist created by class on the school-level.

#### **Program Name: Respect for All**

**Learning Strategies:** LS4&7. Apply self-motivation and self-direction to identify long and short term academic & career and social/emotional goals

**Self-Management:** SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:** SS8. Demonstrate advocacy skills and ability to assert self

**Grade Level(s):** Kindergarten, 1, 2, 3, 4, 5

**Academy:** Academic (A), College & Career (CCR), Social/Emotional (SE)

**Tier:** Few

**Delivery Process:** Indirect

**Time Line:** January, February, March, April, May, June, September, October, November, December

**Who's involved? (Staff and Resources):** Counselors, Social Workers, Teachers, Parent Coordinators, Administrators, Other

**Activity Goal/Measurable Outcomes:** By June 2024, 90% of the students will be educated in diversity, respect for others, acceptance, and anti-bullying through class push-in and school-wide activities.

#### **Program Name: Restorative Circles**

**Learning Strategies:** LS3. Use time-management & organizational & study skills

**Self-Management:** SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:** SS8. Demonstrate advocacy skills and ability to assert self

**Grade Level(s):** Kindergarten, 1, 2, 3, 4, 5

**Academy:** Academic (A), College & Career (CCR), Social/Emotional (SE)

**Tier:** All

**Delivery Process:** Indirect

**Time Line:** January, February, March, April, May, June, September, October, November, December

**Who's involved? (Staff and Resources):** Social Workers, Teachers, Administrators

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**Activity Goal/Measurable Outcomes:** By June 2024, we will reduce the behavioral incidences overall as measured by OORS reports from 21% to 15%.

**Program Name: Sanford Harmony**

**Learning Strategies:** LS3. Use time-management & organizational & study skills

**Self-Management:** SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

**Social Skills:** SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

**Grade Level(s):** Kindergarten, 1, 2, 3, 4, 5

**Academy:** Academic (A), Social/Emotional (SE)

**Tier:** All

**Delivery Process:** Indirect

**Time Line:** January, February, March, April, May, June, September, October, November, December

**Who's involved? (Staff and Resources):** Social Workers, Teachers, Administrators

**Activity Goal/Measurable Outcomes:** By June 2024, the school will reduce student conflicts and Level 3 OORS reporting by 6% .

**Program Name: Student Council**

**Learning Strategies:** LS1. Demonstrate critical-thinking skills to make informed decisions

**Self-Management:** SM10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

**Social Skills:** SS2. Create positive and supportive relationships with other students and adults who are similar to and different from them

**Grade Level(s):** 2, 3, 4, 5

**Academy:** College & Career (CCR)

**Tier:** Some

**Delivery Process:** Direct

**Time Line:** January, February, March, April, May, November, December

**Who's involved? (Staff and Resources):** Social Workers, Administrators, Other

**Activity Goal/Measurable Outcomes:** By June 2024, our student council representatives will engage in leadership opportunities by organizing 2-3 school activities and service projects across the school year.

**Program Name: Suicide Ideation Prevention/Awareness**

**Learning Strategies:** LS1. Demonstrate critical-thinking skills to make informed decisions

**Self-Management:** SM7. Demonstrate effective coping skills and personal safety skills when faced with a problem

**Social Skills:** SS1. Use effective oral and written communication skills and listening skills

**Grade Level(s):** Kindergarten, 1, 2, 3, 4, 5

**Academy:** Social/Emotional (SE)

**Tier:** All

**Delivery Process:** Direct

**Time Line:** January, February, March, April, May, June, September, October, November, December

**Who's involved? (Staff and Resources):** Social Workers, Teachers, Administrators

**Activity Goal/Measurable Outcomes:** By June 2024, 15% of our parents will attend the Fundamentals of Suicide Awareness workshop conducted by the school social worker and school counselor on the topic of suicide ideation as evidenced by attendance data collected.

